

# **Spring 2012 – CCSS Math Support Conference**

## ***Frequently Asked Questions***

### **Common Core State Standards (CCSS)**

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- 1. With the adoption of the CCSS, comes a need for a dramatic change in instructional practices. Current instructional materials do not align to the content or depth of the CCSS. This need is both at the elementary and secondary levels. What instructional materials and resources are available that will meet this need?**

We are working on documents to show how the CCSS are sequenced or built on through the grade levels. Trainings this summer will help teachers, administrators, and curriculum coaches explore text complexity in the classroom across content areas. The SDE website has resource tools, video, documents, links to assist districts, and we are updating the site as we find and/or develop new resources.

Professional development opportunities can be found at the following websites and will be highlighted in the SDE's electronic teacher newsletter, Ed Source:

#### ***CCSS Professional Development***

<http://www.sde.idaho.gov/site/common/proDev.htm>

#### ***Students Come First Professional Development Calendar***

<http://www.studentscomefirst.org/PD.htm>

#### ***Ed Source***

<http://www.sde.idaho.gov/site/edsourc/>

- 2. What sustained CCSS implementation professional development opportunities will be available to districts in the State of Idaho?**

There will be Technical Writing workshops this summer using the CCSS and the Institute of Best Practices.

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- 3. How do districts train their staff to learn the habits of mind, skills, and content to implement the CCSS? Do we start with one grade level or introduce a strand to the whole school?**

That is for the schools to determine. We are doing all we can to bring resources together for all grade levels and contents.

- 4. How can it be ensured educators teach to the CCSS?**

Professional Development and administration involvement to make sure that ALL understand the “shifts” that are involved with the CCSS.

- 5. What part will the State Department of Education have in developing content units aligned to the CCSS?**

We have master teachers working on some sample units, and a Universal lesson/unit plan has been developed.

- 6. What about curriculum maps for the CCSS?**

This is a district decision. We are working on providing “unpacking” support, and sequencing information regarding grade level to grade level shifts.

- 7. A statewide suggested scope and sequence would be helpful, especially in regards to students who move between districts.**

This would be something that could be looked at and discussed at a later date, but not at this time.

- 8. Will there be school level training on the implementation of the CCSS provided by the Idaho State Department of Education?**

Not specifically at this time, but could be looked at.

- 9. Further professional development on implementing the CCSS would be best during the summer months, prior to the school year beginning; what professional development provided by the Idaho State Department of Education is planned for this time?**

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“Transitioning to the CC: Preparing Idaho’s Students for College and Career Readiness” this is a workshop developed through teaming with the SDE and the two state Writing Projects. There are also the Institute of Best Practices workshops and principal leadership & high school ccss conference in august.

Please visit the following website for summer professional development opportunities, <http://www.sde.idaho.gov/site/edsource/2012/aprilMay/summerPDopps.htm>

**10. Will future training through the state focus on the standards for mathematical practice?**

Yes.

**11. The high school curriculum and pathway, traditional or integrated, needs to be determined for all schools; many students move between districts. Does the Idaho State Department of Education recommend one pathway over another?**

No; the Idaho State Department of Education does not recommend one pathway over another. The SDE leaves this decision up to local control, by allowing districts to implement the pathway that fits the needs of the district.

**12. The need for further training in implementing the CCSS at the secondary level is needed greatly; what future secondary training is being discussed? Will this training take into account the two suggested high school pathways; traditional and integrated?**

There is training planned for August; professional development opportunities can be found at the following websites and will be highlighted in the SDE’s electronic teacher newsletter, Ed Source:

***CCSS Professional Development***

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**13. How are universities across the state involved in determining instructional changes in order to prepare students for college?**

We are working to involve instructors from the higher ed. level in our trainings, and to widen the level of conversation and collaboration. This will be a “process” but it is being looked at.

**14. Why are there fourth year standards (those standards with the + sign) included in third year courses for high school, as seen in the CCCSS for Mathematics – Appendix A?**

All college and career ready standards (those without a plus) are found in each high school pathway, traditional or integrated. A few (+) standards are included to increase coherence but are not necessarily expected to be addressed on high stakes assessments. CCSS for Mathematics – Appendix A, p. 2

**15. What is available in regards to a crosswalk between the Idaho Standards and the CCSS?**

It is very important that educators look at the CCSS in a new way. The old state standards were itemized, and the new CCSS are not. The new standards are writing and developed to be looked at from a holistic view. They are not meant to be made into a checklist and broken down item by item.

A good resource when curriculum planning for math are the deconstructed CCSS for math, found at the following webpage,

<http://www.sde.idaho.gov/site/common/mathCore/>

**16. How will the CCSS meet the needs of remedial students? Districts have students up to 4 grade levels behind and are unsure of how to create an intervention program that will bring those students up to grade level?**

As with any standards, they will need to be looked at and adapted to meet the needs of the specific students. By looking at the overall sequence of where things are introduced to the students may be a good starting place. From there, the intervention programs can be built to best suit the needs of those students.

**17. What are some resources for districts to use to inform parents and communities about the CCSS and SBAC?**

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We hope to continually update the SDE website with the most current resources and information.

One good resource districts can use to provide information about the CCSS the grade specific ***Parents' Guide to Student Success*** (developed in response to the Common Core State Standards in English language arts and mathematics distributed by the National PTA. National PTA created the guides for grades K-8 and two for grades 9-12 (one for English language arts/literacy and one for mathematics).

The *Guide* includes:

- Key items that children should be learning in English language arts and mathematics in each grade, once the standards are fully implemented.
- Activities that parents can do at home to support their child's learning.
- Methods for helping parents build stronger relationships with their child's teacher.
- Tips for planning for college and career (high school only).

To access the guides, please visit, <http://www.pta.org/4446.htm>.

For information on the SBAC assessment, direct parents to the following webpage, <http://www.smarterbalanced.org/parents-students/>

#### **18. How can class size be limited in order to have a more powerful implementation of the CCSS?**

The most powerful way to implement the CCSS is through PD of Administrators and Teachers.

#### **19. What training is and will be available in regards to language and technical reading and writing for all subject areas?**

We hope to continue the direction of the summer trainings in place for this year. These trainings will be important for ALL content area teachers, not just the ELA teacher.

Please visit the following website for summer professional development opportunities, <http://www.sde.idaho.gov/site/edsources/2012/aprilMay/summerPDoppo.htm>

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**20. Will colleges accept the math courses in the CCSS high school integrated pathway when determining a first year student's math placement? Will high school graduation requirements change to reflect the integrated pathway?**

Each of Idaho's public postsecondary institutions signed a memorandum of understanding (MOU) supporting the common core and its foundational goal of providing true college and career ready standards. In addition to higher education support, the Idaho State Board of Education (SBOE) and the Idaho State Department of Education (SDE) will be working together with Idaho's public postsecondary institutions to ensure a crosswalk of matriculation.

Regardless of pathway, whether traditional or integrated, the first three years of mathematics courses cover the same CCSS-Math standards. The SMARTER Balanced Assessment, which students will take as juniors, is being developed to cover these standards. In addition to the work between SBOE, SDE and the public postsecondary institutions to ensure a crosswalk of matriculation, there is work that will need to be done to ensure integrated math pathways between secondary and postsecondary education. Some of this work will be accomplished in the SBOE's Complete College Idaho Plan and the associated Transforming Remediation activities.

For more information on Complete College Idaho, please visit <http://www.boardofed.idaho.gov/ci.asp>.